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ABSTRACT

A study examined the results and effectiveness of the second year of the Reading Recovery program in New Hampshire. With the 29 Reading Recovery teachers from the 1990-91 class, 21 teachers in the class trained in school year 1991-92, and the two teacher leaders, a total of 52 teachers taught Reading Recovery during the 1991-92 school year. A total of 348 first-grade children identified as being at risk of reading failure were served. Of these, 248 children were included in the analysis since they had completed 60 lessons or were discontinued (had achieved success) from the program. Pre- and post-surveys were administered to assess the outcome of the program and the progress of each student. Results indicated that: (1) 218 of the 248 children (88%) successfully completed the program and were making at least average progress with regular classroom reading instruction; (2) the other 30 children made significant gains but not enough to reach the average of their class; and (3) the overall response of 85.6% of the 528 Reading Recovery teachers, teachers in training, administrators, other teachers in the building, and parents of Reading Recovery children who returned surveys was very positive and supportive. (Six tables and nine figures of data are included; a list of Reading Recovery teachers and schools for the 1991-92 year, a list of the Reading Recovery Teachers-in-Training 1992-93, and the end-of-year questionnaires for administrators, teachers in training, classroom teachers, and parents are attached.) (RS)

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REPORT OF RESULTS AND EFFECTIVENESS

READING RECOVERY™ PROGRAM

IMPLEMENTATION YEAR 2

School Year 1991 - 1992

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EXECUTIVE SUMMARY READING RECOVERY™ IN NEW HAMPSHIRE

Overview

Reading Recovery™ is a reading and writing program for first-grade children who are at risk of reading failure. This program was established in New Hampshire by Chapter 301, New Hampshire Session Laws of 1989. It accelerates progress in learning to read, bringing students into the average achievement range for their class in 12 to 20 weeks. It is proven effective with 80% of the students who receive Reading Recovery™ teaching. Extensive research conducted in New Zealand and Ohio shows that students maintain gains in the following years of school, making other interventions, such as retention-in-grade, special education for reading problems, or remedial reading, unnecessary. Thus, over time, not only is Reading Recovery™ an effective intervention, but also a lower-cost intervention.

Reading Recovery™ In New Hampshire

Organization of the Project

Reading Recovery™ came to New Hampshire through a bill sponsored in the Legislature by Senator Ralph Hough and Senator Susan McLane. With the support of the House Education Committee, SB 109 (Laws of 1989:301) passed the Legislature and was signed by the Governor. Philip Yeaton and Clinton Cogswell prepared the site application for submission to The Ohio State University. Christine Chase, of the Concord School District, and Ann Fontaine, of the Newport School District, applied to The Ohio State University to become Teacher Leaders. These applications were selected from the many submitted nationwide.

The Concord School District agreed to be the fiscal agent for one Teacher Leader and for the site. The Newport School District agreed to serve as fiscal agent for the other Teacher Leader. Each district granted a two-year leave of absence to the Teacher Leader. The Concord School District installed a one-way glass with a sound system at Kimball School to accommodate the Reading Recovery™ classes.

Ann Fontaine and Christine Chase spent the 1989-90 school year in Ohio studying to become Teacher Leaders. They successfully completed the year of intensive course work and supervised practice.

In preparation for the 1990-91 school year, the Bureau for Elementary/Secondary Education of the Department of Education sent Reading Recovery™ Teacher Application Forms to all superintendents, principals of elementary schools, and Chapter 1 directors during the month of February. Thirty-three applications were submitted. Thirty applicants were fully qualified and had the commitment of the school district. As a result, each Teacher Leader had a class of 15 Reading Recovery™ Teachers in training starting in August 1990.

Fifteen different New Hampshire school districts, including 29 different schools, participated. Each school agreed to release the Reading Recovery™ teacher from all other duties half a day, every day, all year, in order to teach Reading Recovery™. In some cases, the person was in a Chapter 1 position, in others the teacher was the reading specialist for the school, in still others the teacher was a learning disabilities specialist, and in some cases the teacher was a classroom teacher sharing a position. All 30 teachers successfully completed the Reading Recovery™ course. Of these, 29 taught Reading Recovery™ during the 1991-92 school year. Unfortunately, one teacher had to move out of state on short notice.

In preparation for the 1991-92 school year the Bureau for Elementary/Secondary Education again sent

applications to all superintendents, principals of elementary schools, and Chapter 1 directors during the month of February. The Bureau received 47 applications, of which 46 were qualified.

At the request of the North Country Superintendents, the department arranged to have one class held in Jefferson. The other class was held at the Kimball School in Concord. A special grant from Chapter 1 funded the installation of the required one-way glass and sound system in the Jefferson Elementary School. Chapter 1 funds also assisted with the increased cost of the teacher leader's travel to Jefferson. Since one class involved extra travel time, and both teacher leaders had to be available to provide continuing contact to previously-trained Reading Recovery™ teachers, 21 new teachers were accepted into the program for 1991-92. They represented 14 school districts and 19 schools. (See Appendix A for the list of teachers and districts participating in Implementation Years 1 and 2.)

Also, during 1991-92, a special grant from Chapter 1 was used to send another New Hampshire teacher to The Ohio State University to learn to be a Reading Recovery™ Teacher Leader. Sandra Tilton of SAU #48 spent the 1991-92 school year studying in Ohio. Thus, in 1992-93 there are three New Hampshire Reading Recovery™ Teacher Leaders available to meet the needs of the growing number of New Hampshire schools interested in implementing Reading Recovery™.

In preparation for the 1992-93 school year, the Bureau for Elementary/Secondary Education sent applications to all superintendents, principals of elementary schools, and Chapter I directors during the month of February. The Bureau received 52 applications, of which 49 were qualified. Since two teacher leaders must be available to provide continuing contact to even larger numbers of previously-trained Reading Recovery™ teachers, they each will have a class of 10 new teachers. The newly-prepared teacher leader will have a class of 12. Therefore, 32 new teachers were accepted into the program for 1992-93. They represent 24 school districts and 31 schools. (See Appendix B for the list of teachers and schools in the 1992-93 class.) Their accomplishments will be reported in the Year 3 Report.

During 1992-93, Chapter 1 funds are being used to help support the third teacher leader. The number of schools interested in implementing Reading Recovery™ continues to grow. During the next biennium, additional state resources will be needed to fund, at an increased level, the training component of this program. The involvement of the state is extremely important since it brings Reading Recovery™ teacher training within the geographic and financial reach of New Hampshire's school districts. For fiscal year 1992, approximately $115,000 of state funds were used to support the training component of this program. At the same time, local districts contributed more than $1 million to this effort to cover the salary and benefits of the teachers in training as they received instruction in the program and worked with students and to cover the salary and benefits of previously-trained teachers who were continuing to provide Reading Recovery™ instruction to students.

Research Plan

The objectives of the research plan were to gather data and information for the New Hampshire Site Report in order to address the six research questions, to identify specific strengths, and to work to improve areas of concern.

Question #1 What proportion of Reading Recovery™ Program children successfully completed the program?

Of the 248 Reading Recovery™ Program children at the New Hampshire Site, 218 successfully completed the program and are making at least average progress with regular classroom reading instruction. This number represents 88% of the program population.

Question #5 What was the progress of the other children?

The other 30 children, representing 12% of the program population, made significant gains but not enough to reach the average of their class.

Question #6 What informal responses to the Reading Recovery™ Program were made by Reading Recovery™ teachers, teachers in training, administrators, other teachers in the building, and parents of Reading Recovery™ children?

The overall response from all groups was very positive and supportive. It was generally indicated that the program was most beneficial and should be expanded. A total of 528 surveys were distributed to Reading Recovery™ Program teachers, classroom teachers, administrators and parents. There was a collective return rate of 85.6%.

The following are representative comments made by:

In Training Reading Recovery™ Teachers

"I like the way Reading Recovery™ uses research about what good readers do to help low progress children to accelerate. It was hard not to be skeptical of the results this program can produce until I saw my own students accelerating. It is so important to work in the child's zone of proximal development, and to pull him along. I like how the teacher and student share the task of reading in a seemingly casual manner, then the gradual transfer of responsibility onto the student. I have learned a great deal about observing reading and writing behaviors, and about the power of reinforcement, modeling, and keeping an instructional focus. Also, it took a tremendous shift in my own thinking to move from teaching items of knowledge to teaching strategies, but now I have confidence in the power of this technique.

"A 'fringe' benefit of my Reading Recovery™ training has been to develop more confidence in myself as a person and as an educator. I have searched and found strengths within myself that I may not have found unless called on to do so."

"Any time I was observed working with one of my students I gained tremendous insight into the direction my teaching should take. The support from my colleagues has been wonderful. Discontinuing my first student gave both me and him an incredible boost in confidence that this program really works."

Trained Teachers

"I have learned a wonderful way to teach children to read and I want other teachers to try teaching reading using these techniques. I also want to show teachers how to level text reading books and trade books for classroom reading materials."

"The second year of Reading Recovery™ has been as fruitful a learning experience as last year. This year the significance of my learning has been through colleagues. Whether it was a colleague visit, a workshop or a seminar, I realize how important a colleague is as a resource during difficulty."

Classroom Teachers

"I had doubts at first. After seeing what was happening in the classroom with the Reading Recovery™ students, however, I began to get interested and asked questions. With the help of the Reading Recovery™ teacher I became involved and am using many of the techniques in the classroom."

"Reading Recovery™ is a valuable program that works. I have modeled my classroom reading instruction after this program.

"It is the first time I have seen such growth in a pull-out program."

Administrators

"It continues to do great things for our school. It built on the successes of its first year and has made the significant difference in a number of our student's lives."

"Primary teachers are most positive and supportive of the program; follow-up support does occur in the regular classroom."

"Parents feel that the program is an excellent one. They have seen tremendous improvement in their child's reading ability."

"The second graders that received Reading Recovery™ last year continue to show appropriate second grade skills; first graders this year demonstrate enthusiasm and positive attitudes about reading/language arts and their own self-esteem."

"School Board members are impressed with the program."

Parents

"The Reading Recovery™ teacher taught us, the parents, a lot about what we could do to help our daughter at home, she made us very aware of the best ways we could help (our daughter) and also she always stressed not to get discouraged, that any progress was good progress."

"I didn't learn how to read until I was of a late age, because there was not one to sit down with me and teach me--including school."

"I hope the school has the good sense to find the funds to continue offering this program. I feel very fortunate to have had this program offered to our child. (He) is an intelligent child who could have been discouraged from learning if his reading skills were not adequate. Education has great impact on quality of life. We need to continue to focus on young children to ensure high quality education. Reading Recovery™ is a good part of this approach toward this goal."

"...encouraged her to try harder, as well as, gave her a sense of responsibility toward learning."

Table 1

Status of All Children Served by the New Hampshire Site 1991-1992

District	Total Served	Program Children	Discontinued	% of Program Children Discontinued
Bath	8	8	8	1.00
Berlin	6	5	5	1.00
Campton	8	5	5	1.00
Claremont	16	10	8	0.80
Concord	74	49	42	0.86
Conval	30	23	21	0.91
Derry	28	22	20	0.91
Franklin	6	4	4	1.00
Groveton	7	5	5	1.00
Keene	7	5	5	1.00
Lebanon	16	12	9	0.75
Littleton	6	4	3	0.75
Manchester	24	17	15	0.88
Mascoma	7	5	5	1.00
Milford	8	5	4	0.80
Monadnock	7	5	5	1.00
Newport	14	10	9	0.90
Raymond	15	9	8	0.89
Rochester	8	7	7	1.00
Seacoast Region	21	15	10	0.67
White Mt Region	20	14	12	0.86
Woodsville	12	9	8	0.89
TOTAL	348	248	218	0.88

THE READING RECOVERY™ PROJECT

New Hampshire

Implementation Year 2 1991 - 1992

THE READING RECOVERY™ PROJECT

New Hampshire
Pre-implementation Year 1989 - 1990
Implementation Year 1 1990 - 1991
Implementation Year 2 1991 - 1992

Introduction

Reading Recovery™ is an early intervention program designed to reduce reading failure. The purpose of this report is to provide information about the operation and results of the Reading Recovery™ Project at the New Hampshire site during the second year of implementation with students. This year was preceded by a Pre-implementation year and Implementation Year 1. During the Pre-implementation Year, two teacher leaders were trained at The Ohio State University and an appropriate classroom was outfitted. During Implementation year 1, the two teacher leaders trained 30 Reading Recovery™ teachers and an additional teacher leader was trained at The Ohio State University.

BACKGROUND OF THE PROJECT

Reading Recovery™ is based on the assumption that intensive, high quality help during the early years of schooling is the most productive investment of resources. The early years, which set the stage for later learning, are particularly critical for children who are at risk of failure. Reading Recovery™, which was developed and initiated by New Zealand educator and psychologist, Marie M. Clay, provides a second chance in reading for young children who are at risk of failure in their first year of reading instruction. Individually administered observational procedures (Clay, 1985) are used to identify children in need of special help. Intervention procedures (Clay, 1985) are then individually tailored to help a failing child become a successful reader.

New Zealand Research

Results of the program (Clay, 1979) (Clay, 1982) in New Zealand indicate that "at risk" children make accelerated progress while receiving the individual tutoring. After an average of 12 to 14 weeks in the program, almost all Reading Recovery™ children had caught up with their peers and needed no further extra help. Three years later, children still retained their gains and continued to make progress at average rates.

Rationale for Early Intervention

Good readers and writers develop early. Retention and remediation, accompanying several years of failure, do not enable children to catch up with peers so that they can function productively in school or later on in society. Clay's (1982, 1985) research revealed that poor readers develop ineffective strategies that persist and may hinder their reading progress and block further learning. Poor readers experience problems in other areas of learning and usually have diminished confidence and low self-esteem. The longer a child fails, the harder remediation becomes. Using early intervention, before failure is established, can reduce problems later in school.

Research has demonstrated that "at risk" children can be identified by trained teachers (Clay, 1985). Simple, individually administered tests, developed by Clay, predict which first graders are "at risk" of reading failure. The test results provide the teachers with information on the child's strengths and some specific areas where instruction is needed. The instruction helps children to "untangle" their confusions

and to learn to read and write better. Even these initially low achieving children can, with special instruction, make accelerated progress. The more children read and write, the more independent they become. Early intervention facilitates and expedites this process.

Roaming Around the Known

The first two weeks of Reading Recovery™ are called "Roaming Around the Known." The Observational Survey shows the teacher what the child can do and gives him/her a point of departure. During the "In the Known" period, the teacher provides the child with opportunities to become fluent and flexible with what he/she already knows, thus, building a firm foundation on which the teacher can begin. Instruction is built on the child's strengths.

Reading Recovery™ Lesson

The program targets the poorest readers in the class. In addition to their regular classroom activities, children are provided one-to-one lessons for 30 minutes each day by a teacher specially trained to help children develop effective reading strategies. During the lesson the child is consistently engaged in holistic reading and writing tasks. Each lesson includes reading many "little" books and composing and writing a story. Every day the child is introduced to a new book, which he/she will be expected to read without help the next day. Writing is part of every lesson. Through writing, children develop strategies for hearing sounds in words and for monitoring and checking their own reading. The program continues until the individual child has developed effective strategies for independent literacy learning and can function satisfactorily with the regular classroom reading instruction without extra help. Then, the intervention is "discontinued" and another child is given an opportunity to participate in Reading Recovery™.

Materials for the Reading Recovery™ Project

Approximately 2,000 "little" books are included in the Reading Recovery™ booklist. These books were selected because they provide support for young readers by using familiar language patterns within the framework of a predictable story. Books are organized into 20 levels of difficulty. Teachers use these levels as guides, but they must also consider their assessments of each reader's strengths and needs when they select the daily new book. Readers do not go through the same series of books. No child needs to read every book designated at every level. Instead, each child's reading material is different and is specially selected for him or her.

From levels 1 through 20, books increase in complexity and difficulty. There is no "magic" level which a child must reach before being discontinued. The level depends on the time of year, the general level of the whole class of children and the teacher's analysis of the child's reading strategies. For a more detailed discussion of books, see Vol. 3 Reading Recovery™ Research Report, Columbus, Ohio Year 1.

Other materials used in Reading Recovery™ are pencils or slim markers and paper that is bound into a blank "writing book." Teachers also make use of magnetic alphabet letters and an upright, magnetic chalkboard; however, those materials are used to support reading and writing rather than for isolated drill. The largest proportion (over 90%) of Reading Recovery™ time is spent reading books and writing stories which are then read. Thus, the major materials are books, pencils, and paper.

Teacher Inservice Program

To implement Reading Recovery™, teachers need special training over the period of one year; however,

no time is lost in providing services to children. As teachers receive training, they simultaneously implement the program with children. Through clinical and peer-critiquing experiences guided by a skilled teacher leader, teachers learn to use observational techniques and teaching procedures for conducting lessons. Extensive use is made of a one-way glass for observing the training lesson. Teachers become sensitive observers of children's reading and writing behaviors and develop skill in making the moment-to-moment analyses that inform instruction.

READING RECOVERY™ IN NEW HAMPSHIRE

Reading Recovery™ came to New Hampshire through a bill sponsored in the Legislature by Senator Ralph Hough and Senator Susan McLane. In 1988 Philip Yeaton, Reading Director, and Clinton Cogswell, Principal, both of the Concord School District, and Helen Schotanus, Curriculum Supervisor, Primary Education/Reading, of the State Department of Education had researched the program for proven outcomes and applicability to New Hampshire. They provided the background information to the senators and to the Department of Education.

With the support of the House Education Committee, SB 109 (Laws of 1989:301) passed the Legislature and was signed by the Governor. Philip Yeaton and Clinton Cogswell prepared the site application for submission to The Ohio State University. Christine Chase, of the Concord School District, and Ann Fontaine, of the Newport School District, applied to The Ohio State University to become Teacher Leaders. These applications were selected from the many submitted nationwide.

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Fifteen different New Hampshire school districts, including 29 different schools, participated. Each school agreed to release the Reading Recovery™ teacher from all other duties half a day, every day, all year, in order to teach Reading Recovery™. In some cases, the person was in a Chapter 1 position, in others the teacher was the reading specialist for the school, in still others the teacher was a learning disabilities specialist, and in some cases the teacher was a classroom teacher sharing a position. All 30 teachers successfully completed the Reading Recovery™ course. Of these, 29 taught Reading Recovery™ during the 1991-92 school year. Unfortunately, one teacher had to move out of state on short notice.

Of 168 Reading Recovery™ Program children served in 1990-91, 157 children were successfully discontinued. This number represents 93% of the program population.

In preparation for the 1991-92 school year the Bureau for Elementary/Secondary Education again sent

applications to all superintendents, principals of elementary schools, and Chapter 1 directors during the month of February. The Bureau received 47 applications, of which 46 were qualified.

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Also, during 1991-92, a special grant from Chapter 1 was used to send another New Hampshire teacher to The Ohio State University to learn to be a Reading Recovery™ Teacher Leader. Sandra Tilton of SAU #48 spent the 1991-92 school year studying in Ohio. Thus, in 1992-93 there are three New Hampshire Reading Recovery™ Teacher Leaders available to meet the needs of the growing number of New Hampshire schools interested in implementing Reading Recovery™.

With 29 Reading Recovery™ teachers from the 1990-91 class, the 21 teachers in the new class, and 2 teacher leaders, a total of 52 teachers taught Reading Recovery™ during the 1991-92 school year. (See Appendix A for the list of teachers and districts participating in Implementation Years 1 and 2.)

Children in the Project

Of those students identified for Reading Recovery™, 348 were served in New Hampshire during the 1991-92 year. The research indicates that 60 lessons comprise the minimum amount of time that is considered a program in Reading Recovery™. Some children will take longer than that period to achieve success (be discontinued); others will be discontinued within a shorter time; however, 60 lessons represents a good estimate of the average time needed for a program. "Program" children are therefore defined as those children who receive at least 60 lessons or are discontinued from the program. At this site 248 program children were served and are included for analysis in this report (see Table 1).

Table 1

Status of All Children Served by the New Hampshire Site 1991-1992

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Keene	7	5	5	1.00
Lebanon	16	12	9	0.75
Littleton	6	4	3	0.75
Manchester	24	17	15	0.88
Mascoma	7	5	5	1.00
Milford	8	5	4	0.80
Monadnock	7	5	5	1.00
Newport	14	10	9	0.90
Raymond	15	9	8	0.89
Rochester	8	7	7	1.00
Seacoast Region	21	15	10	0.67
White Mt Region	20	14	12	0.86
Woodsville	12	9	8	0.89
TOTAL	348	248	218	0.88

Teachers

Criteria for selection of teachers were: (1) at least three years of teaching experience; (2) experience at the primary level; and (3) recommendation of the building principal, administrators and/or other teachers. Districts recommended personnel and the N.H. Department of Education made the final selection. (See Appendices for a list of teachers and schools in the Reading Recovery™ Program.)

Responsibilities of Teachers

Teachers had several responsibilities: (1) to teach four Reading Recovery™ children in one half of each day; (2) to fulfill other school district responsibilities in the other half of each day; (3) to complete Reading Recovery™ record keeping; (4) to attend and participate in weekly teacher training classes the first year of training; (5) to attend inservice classes five to six times per year during the years after initial training; (6) to provide demonstration teaching at least 2 times during the training year and to provide demonstration teaching on a rotating basis during the years after initial training; and (7) to collect research data as guided by teacher leaders.

Daily Reading Recovery™ tutoring involved four 30 minute individual sessions. Teachers kept careful records of each child's work. For each daily lesson, the record included; (1) books read for familiar reading; (2) strategies used or prompted in reading; (3) the running record book attempted independently, with analysis involving accuracy level and self-correction rate; (4) word analysis attempted by the child or instructed by the teacher; (5) the story composed and written by the child; and (6) general comments on reading or writing behavior. Each week, the teacher added to the list of words the child could write fluently and marked the child's reading level and accuracy rate on a graph.

Training Class Description

Two training classes met once a week, one at the Concord training site and one at the Jefferson site. Classes began at 3:30 and ran at least three hours. The Concord class consisted of 12 teachers and the Jefferson class of nine teachers. The classes met 13 times each semester.

Training classes included basic strategies for observing and teaching children. Each teacher participated in "behind the glass" training lessons with a child while peers observed, described and analyzed behavior and teaching decisions. Afterwards, the teacher discussed the training lesson with the group. Other class discussions revolved around reading assignments from The Early Detection of Reading Difficulties, Second Edition (Clay, 1985) and Becoming Literate: The Construction of Inner Control, (Clay, 1991), and selected articles on literacy development. In addition, each Reading Recovery™ teacher developed a comparison study of three first grade students and kept an academic journal.

Responsibilities of Teacher Leaders

Responsibilities of the teacher leaders included: (1) preparing for and teaching a one-week summer workshop for teachers in training; (2) preparing for and teaching the evening class each week, during the Fall and Spring semesters; (3) making site visits to each teacher in training and previously trained teachers; (4) preparing for and teaching four classes for previously trained teachers; (5) monitoring progress of children taught by each teacher; (6) managing aspects of the program such as assignment of students and release of students from the program; (7) providing daily tutoring for Reading Recovery™ children; (8) attending the New England Reading Recovery™ Conference in October; (9) attending the Ohio Reading Recovery™ Conference in February; (10) attending the four day Teacher Leader Summer Institute held in June; (11) providing inservice to school systems; (12) record-keeping; (13) sending data to Ohio State

in June; (11) providing inservice to school systems; (12) record-keeping; (13) sending data to Ohio State University throughout the year and acting as a liaison between the state project and the Ohio State University research staff; (14) completing a site report due in September; and (15) making presentations to school boards, administrators, parents, other teachers, etc.

University of New Hampshire

The University of New Hampshire granted six graduate level credits for the teacher training course. Dr. Grant Cioffi acted as "instructor of record" for the course. He made three presentations to the Concord in-training class, three to the Jefferson class, and one presentation to the combined in-training classes. Dr. Cioffi consulted with the Teacher Leaders, offering on-going guidance and assistance in the development of the course.

National Diffusion Network - The Ohio State University

New Hampshire is a recognized National Diffusion Network (NDN) site for Reading Recovery™. Therefore, New Hampshire participates in the national data collection. The Ohio State University Reading Recovery™ project staff assist each site with technical assistance in the data collection and with the dissemination of information across sites.

Technical Reports

The following technical reports, which describe the implementation of Reading Recovery™ in Ohio, and the follow-up studies, are available from The Ohio State University:

Vol. 3	Report of Reading Recovery™ in Columbus, Ohio-- Year 1 1985-1986
Vol. 10	Report of the Ohio Reading Recovery™ Project State of Ohio--Year 2 1987-1988
Vol. 11	Report of the Follow-up Studies--Columbus, Ohio --Reading Recovery™ Project 1985-1989
Vol. 12	Report of the Ohio Reading Recovery™ Project State of Ohio--Year 3 1988-1989

Also, the following publication is available from The Ohio State University:

The Reading Recovery™ Program Executive Summary 1984-91

The following publication is available from the New Hampshire Department of Education:

Report of Results and Effectiveness: Reading Recovery™ Pilot Project (Laws 1989: 301), August 1991

In addition, a monograph titled Reading Recovery™: Early Intervention for At-Risk First Graders and an article, "Reading Recovery™: A Cost-Effectiveness and Educational-Outcomes Analysis," ERS Spectrum: Journal of School Research and Information, Vol. 10, No. 1, Winter 1992, are available from Educational Research Service, 200 Clarendon Boulevard, Arlington, VA 22201.

Tasks Accomplished During 1991 - 1992

The following presentations were made by Ann Fontaine:

"Reading Recovery™: Theory Into Practice"
Classroom Teachers, Administrators and Support Staff
North Country In-Service Day
Whitefield, NH

"The Reading Recovery™ Lesson: Video and Discussion"
Classroom Teachers and Support Staff
Whitefield, NH

"The Teacher Training Class: Observation and Discussion"
Administrators from the North Country
Jefferson, NH

"Reading Recovery™ as a System Intervention"
Reading Recovery™ Teachers and Teacher Leaders
Lesley College, Cambridge, MA

"Overview of Reading Recovery™: Video and Discussion"
Newport School Board
Newport, NH

"Informational Session on Reading Recovery™"
Persons interested in participating in the project in 1992-93
State Department of Education, Concord, NH

"Reading Recovery™: Year One in the North Country"
North Country Superintendents
Whitefield, NH

"Demonstration Lesson and Discussion"
Administrators, Teachers and School Board Member, from Nelson, NH
Newport, NH

The following presentations were made by Christine Chase:

"The Reading Recovery™ Program and Teaching for Strategies"
Classroom teachers and Chapter 1 staff
Claremont School System

"The Reading Recovery™ Program and Teaching for Strategies"
Classroom teachers and support staff
Seacoast Regional School District

"Informational Session on Reading Recovery™"
Persons interested in participating in the project in 1992-1993
State Department of Education, Concord, NH

"Reading Recovery™ as a System Intervention"
Reading Recovery™ Teachers and Teacher Leaders
Lesley College, Cambridge, MA

"Using the Results of the Diagnostic Survey to Improve Instruction"
Kindergarten Teachers
Dame School, Concord, NH

The following presentations were made by Christine Chase and Ann Fontaine:

"Overview of Reading Recovery™ in New Hampshire"
New Hampshire State Board of Education
Concord, NH

"Defining the Role of the Reading Recovery™ Teacher Leader"
Reading Recovery™ Teacher Leaders
NE Reading Recovery™ Conference, Nashua, NH

"Reading Recovery™: The Results of the First Year in New Hampshire"
General Public
Granite State Reading Council, IRA Concord, NH

"The Role of the First Year Reading Recovery™ Teacher Leader"
In-training Reading Recovery™ Teacher Leaders
Lesley College, Cambridge, MA

RESEARCH REPORT

Year 2: 1991 to 1992

Research Plan

The objectives of the research plan were to gather data and information for the New Hampshire Site Report in order to address the six research questions, to identify specific strengths, and to work to improve areas of concern.

Definitions

The following are definitions for terms used in this report.

Reading Recovery™ Program Children are all children who received 60 or more lessons in Reading Recovery™ or who were discontinued from the program.

Discontinued Reading Recovery™ Children are those children who successfully completed the program and who were officially released during the year or who were identified as having met criteria to be released at the final testing in June.

Not Discontinued Reading Recovery™ Children are those children who had 60 or more lessons but were not officially discontinued (released) from the program for various reasons including moving from the school, not having time to complete a program before the end of school, being placed in another program such as special education, or not responding adequately to the program after 60 lessons.

Random Sample Children are those children who were randomly selected from the population of first grade children. Children who received any Reading Recovery™ lessons were deleted from the sample.

Site Random Sample Seventy-two children from the site were randomly selected. Class lists of all first grade children enrolled at schools with the Reading Recovery™ Program were compiled. One total list was generated and used to randomly select 72 children. This total group provides a basis for determining an average range for comparison as a site average band.

The Diagnostic Survey is composed of six measures developed by Marie Clay. These measures are used to identify children who need Reading Recovery™ and to provide a basis for beginning Reading Recovery™ lessons.

Dependent Measures There are three dependent measures used for the study. These measures are from the Diagnostic Survey (Clay, 1979, 1985) and are described below.

Writing Vocabulary: Children were asked to write down all the words they knew how to write in 10 minutes, starting with their own names and including basic vocabulary and other words. While this measure had no specific ceiling, time available would eventually constrain the potential score.

Dictation: Children were read a sentence and asked to write the words. In scoring children were given credit for every sound represented correctly, thus indicating the child's ability to analyze the word for sounds.

Text Reading: Children were told the title of a selection(s) given a brief, standard introduction, and asked to read text materials in graded levels of difficulty. The child's text reading level indicates the highest level of text that he/she read at 90% or above accuracy.

Text materials in graded levels of difficulty were constructed for testing purposes. For the first level, the teacher reads *Where's Spot?* (Hill, Eric. Putnam, 1980). The child was asked to read on a page (no, no, no.). Unsuccessful reading is level A, accurate reading is Level B. After the first level, passages from the Scott Foresman *Special Practice Reading Books* were used to assess children's reading through level 24. Additional passages were selected from the Scott Foresman, 1976 edition and the Ginn and Company (Clymer and Venizky, 1982) reading program for levels 26, 28 and 30. Level 30 is from the last selection of the Ginn 6th grade reader, *Flights of Color*.

These texts were used for testing and research purposes only. They were not the same as those materials used in Reading Recovery™ instruction and are not used as instructional materials in any first grade classrooms.

PROCEDURES

Selection of Children

Reading Recovery™ teachers asked the classroom teacher to alternate rank the children in the classroom from top to bottom. Children from the bottom 20% were given the Diagnostic Survey in September. From this group, four children were selected as the first to receive Reading Recovery™ lessons. The rest were placed on a waiting list to be picked up as an opening became available. Chapter 1 guidelines were followed in schools where teachers were a part of the Chapter 1 Program.

Data Collection

In September, the selected first grade children at each school were tested using the Diagnostic Survey. Waiting list children who entered the program during the year were retested using the complete Diagnostic Survey prior to entry into the program. Children who were discontinued were tested on Writing Vocabulary, Dictation, and Text Reading at the time of exit from the program.

Writing Vocabulary, Dictation, and Text Reading assessments were administered to all Reading Recovery™ children at the end of the school year in June. Pre and post Diagnostic Survey results on these three dependent measures were used to assess the outcome of the program and the progress of each student.

A sample of first grade students was randomly selected from first graders at the New Hampshire site. Teachers administered three parts of the Diagnostic Survey, (Writing Vocabulary, Dictation, Text Reading) to determine a site random sample. This testing established an average range or average band of reading achievement levels of first graders at the site.

Research Questions

1. What proportion of Reading Recovery™ Program children were discontinued?

2. What was the progress of Discontinued and Reading™ Recovery Program children?

3. What proportion of Discontinued and Reading Recovery™ Program children achieved end-of-year scores equal to or exceeding the average band of the Site?

4. What was the progress from entry through end-of-year testing for children discontinued from the program prior to April 1?

5. What was the progress of Not Discontinued Reading Recovery™ Program children?

6. What informal responses were made by teachers-in-training, previously trained Reading Recovery™ teachers, classroom teachers, administrators, and parents of Reading Recovery™ children which reflect on the impact of the Reading Recovery™ Program?

RESULTS OF RESEARCH

Year 2: 1991 - 1992

Question #1: What proportion of Reading Recovery™ Program children were discontinued?

The decision to discontinue is carefully made in conjunction with the teacher leader. Decisions concerning whether or not children could be discontinued were made by examining a variety of data for each child: 1) highest level of text reading at 90% accuracy or better; 2) scores on two additional Diagnostic Survey assessments: Writing Vocabulary and Dictation; 3) reading behavior as shown in recent running records and the text reading tests; and 5) achievement in the classroom instructional program.

Question #1 Results:

Of the 248 Reading Recovery™ Program children at the New Hampshire Site, 218 were discontinued. This number represents 88% of the program population. (See Table 1)

Question #2: What was the progress of Discontinued and Reading Recovery™ Program children?

Comparisons of September and June scores were made on the three measures of the Diagnostic Survey: 1) Writing Vocabulary, 2) Dictation, and 3) Text Reading Level, for both the Discontinued and Reading Recovery™ Program children.

Question #2 Results:

The following table (Table 2) summarizes the progress of the total discontinued group and the Reading Recovery™ Program children from September to June on all three measures of the Diagnostic Survey.

Table 2

Summary of Diagnostic Survey Scores for Discontinued Reading Recovery™ Children and Reading Recovery™ Program Children

Measure	Month of Testing	Discontinued Reading Recovery™ Children (mean)	Discontinued Reading Recovery™ Children (N=)	Reading Recovery™ Program Children (mean)	Reading Recovery™ Program Children (N=)
Writing Vocabulary	September June	4.56 53.15	188 217	4.46 51.74	216 245
Dictation	September June	9.06 35.17	188 217	8.55 34.80	216 245
Text Reading Level	September June	0.86 18.20	188 217	0.86 17.32	216 245

Question #3: What proportion of Discontinued and Reading Recovery™ Program children achieved end-of-year scores equal to or exceeding the site average band?

End-of-year scores on three measures of the Diagnostic Survey, (Writing Vocabulary, Dictation, and Text Reading Level) for Discontinued and Reading Recovery™ Program children were compared to a site average band. The average band was determined by calculating the mean for each of these three measures for a group of 72 randomly selected first grade students at the site. The average band was considered to be .5 standard deviations above and below the mean. In computing the average band children who had received any Reading Recovery™ Lessons were deleted from the sample.

Question #3 Results

The proportion of Discontinued children who achieved end-of-year scores equal to or exceeding the site average band ranged from 57% for Text Reading to 88% for Dictation. The proportion of Reading Recovery™ Program children who achieved end of year scores equal to or exceeding the site average band ranged from 51% for the Text Reading to 81% for Dictation.

The following tables (Tables 3 and 4) and figures (Figures 1, 2, 3) illustrate the end-of-year scores for Discontinued and Program children in comparison to the site average band.

Table 3

Proportion of Discontinued Reading Recovery™ Children Scoring Equal To or Exceeding the Average Band at End-of-Year Testing

Measure	Average Band	Number of Discontinued Reading Recovery™ Children Equal to or Exceeding Average Band	Proportion of Discontinued Reading Recovery™ Children Equal to or Exceeding Average Band
Writing Vocabulary	42.56 - 59.05	171	0.79
Dictation	33.52 - 36.37	190	0.88
Text Reading Level	16.56 - 24.94	124	0.57
Number of Discontinued Reading Recovery™ Children Tested in June = 217			

Table 4

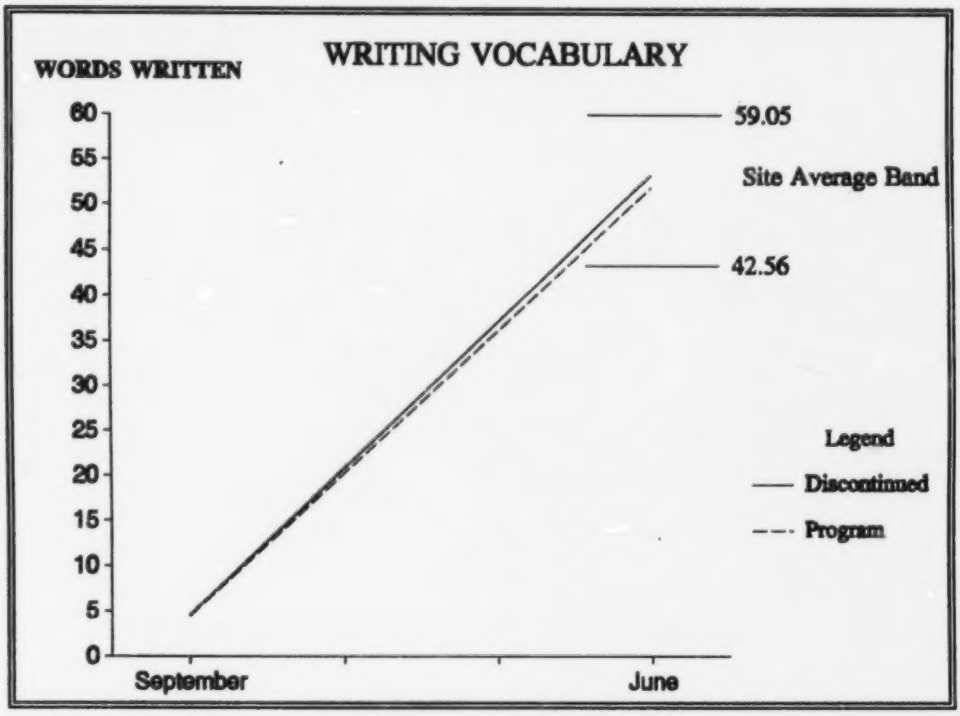
Proportion of Reading Recovery™ Program Children Scoring Equal To or Exceeding the Average Band at End-of Year Testing

Measure	Average Band	Number of Reading Recovery™ Program Children Equal to or Exceeding Average Band	Proportion of Reading Recovery™ Program Children Equal to or Exceeding Average Band
Writing Vocabulary	42.56 - 59.05	180	0.73
Dictation	33.52 - 36.37	199	0.81
Text Reading Level	16.56 - 24.94	125	0.51
Number of Reading Recovery™ Program Children Tested in June = 245			

Figure 1

Progress of Total Discontinued Group and Reading Recovery™ Program Children on Writing Vocabulary

Writing Time Limit = 10 Minutes



WRITING VOCABULARY

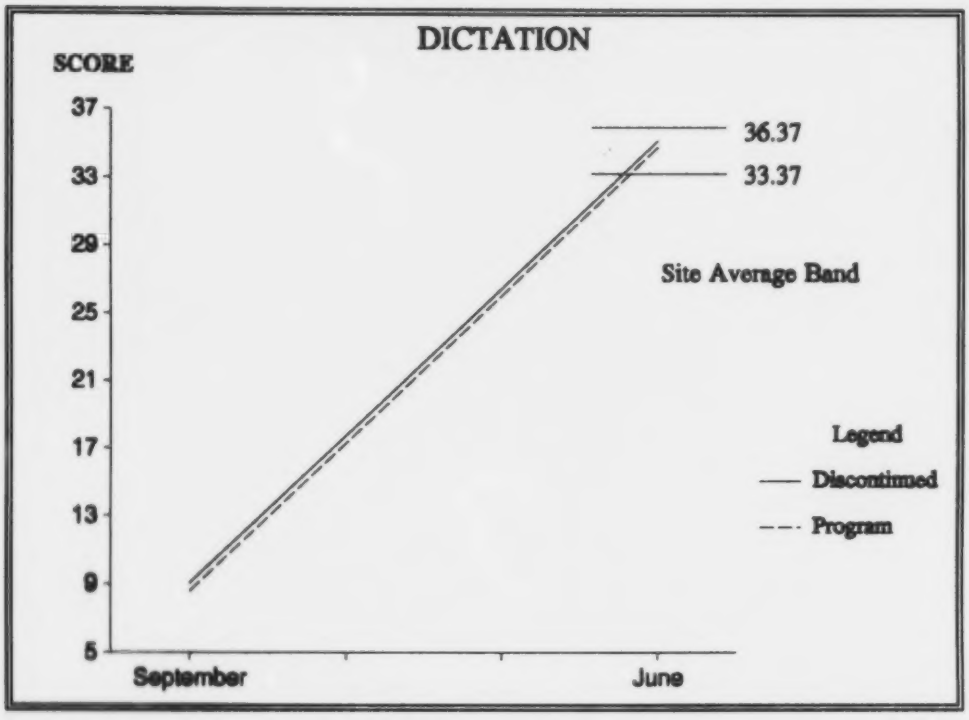
	Mean Scores	
	Sept	June
Discontinued Reading Recovery™ Children	4.56	53.15
Reading Recovery™ Program Children	4.46	51.74

Average Band Mean = 50.81

Figure 2

Progress of Total Discontinued Group and Reading Recovery™ Program Children on Dictation

Highest Possible Score = 37



DICTATION

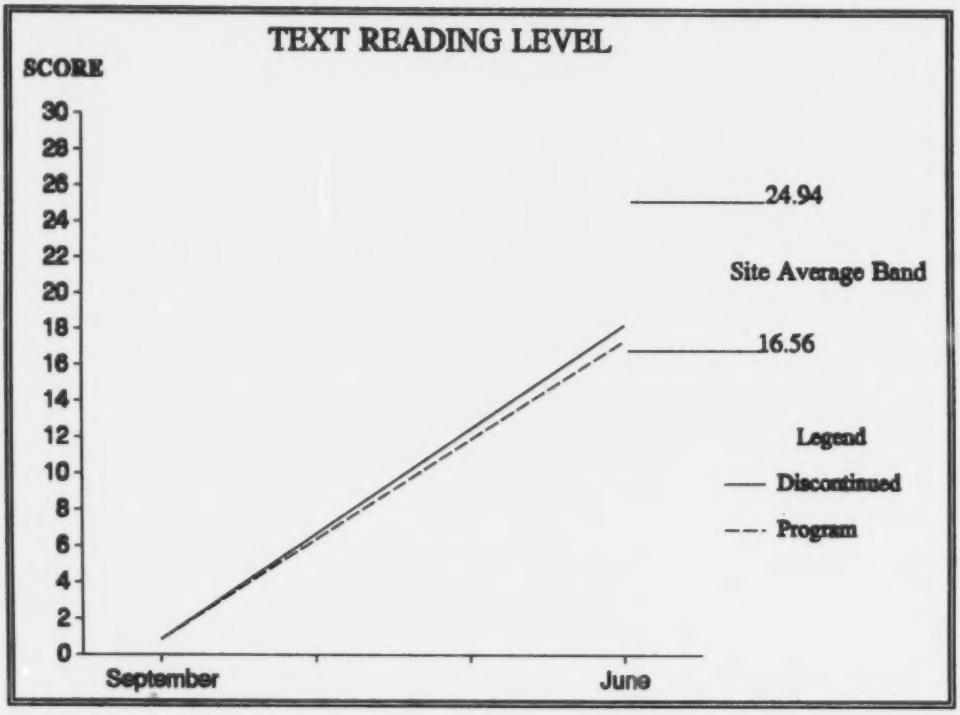
	Mean Scores	
	Sept	June
Discontinued Reading Recovery™ Children	9.06	35.17
Reading Recovery™ Program Children	8.55	34.80

Average Band Mean = 34.94

Figure 3

Progress of Total Discontinued Group and Reading Recovery™ Program Children on Text Reading Level

Highest Possible Score = 30



TEXT READING LEVEL

	Mean Scores	
	Sept	June
Discontinued Reading Recovery™ Children	.86	18.20
Reading Recovery™ Program Children	.86	17.32

Average Band Mean = 20.75

Discussion: Question #3 Results

As illustrated in Figures 1, 2, and 3 both Discontinued and Reading Recovery™ Program children attained scores on all three measures which were within the average band. On Writing Vocabulary, the Discontinued and Program children exceeded the mean score of the average band. Progress for both groups on Text Reading Level represents achievement at the beginning of the second grade reader level. (The Reading Recovery™ levels 9 through 12 are within a primer range; levels 14 and 16 represent a first reader, 18 and 20 a second grade reader. The highest level, level 30, is a sixth grade level passage.)

Past experience and follow-up studies have shown that discontinued readers at the end of first grade have developed a self-improving system and have the strategies to continue to make progress within or above the average in their classrooms.

Question #4: What was the progress from entry through end-of-year testing for children discontinued from the program prior to April 1?

Entry, exit, and end-of-year scores for three measures of the Diagnostic Survey were compared for children who were discontinued at least eight weeks prior to the final testing period. After being discontinued from Reading Recovery™, children received no further extra help but were expected to continue to make progress by independent reading and classroom instruction. Discontinuing dates and the number of lessons vary based on the individual child's progress; therefore, the time of discontinuing is not specific and these scores are labeled exit on the graphs that follow.

Question #4 Results:

The progress of children discontinued prior to April 1 on three measures of the Diagnostic Survey are reported on Table 5 and illustrated in Figures 4, 5, 6.

Table 5

Progress of Children Discontinued Prior to April 1

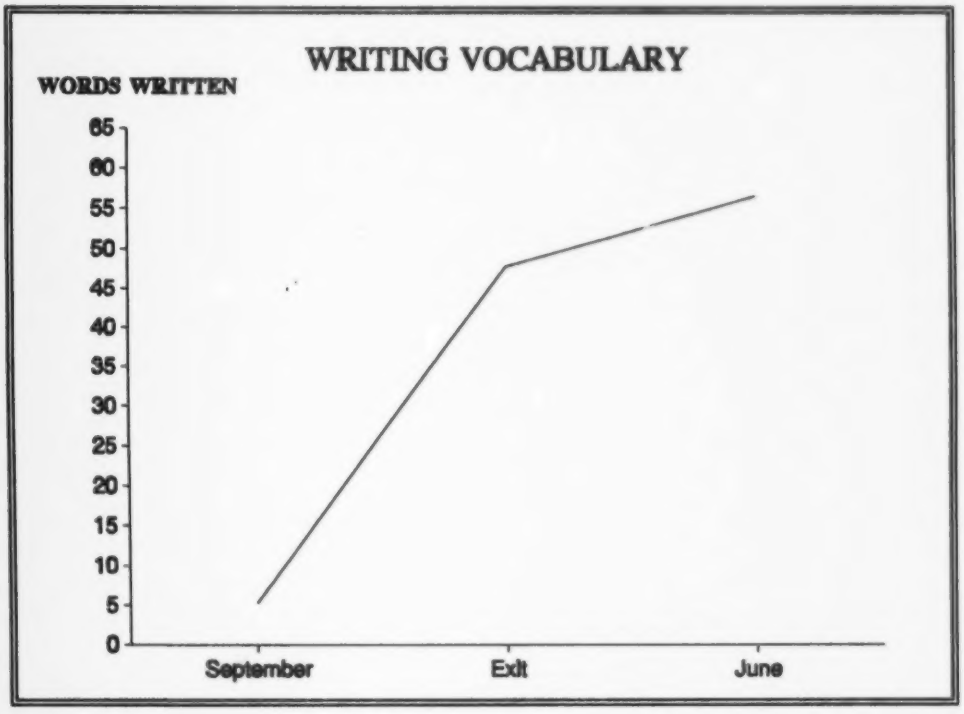
Measure	September	Exit	June
Writing Vocabulary (Max = 10 Minutes)	5.32	47.68	56.43
Dictation (Max = 37)	10.95	35.09	35.38
Text Reading (Max = 30)	0.86	15.02	21.44
	(N = 98)	(N = 98)	(N = 97)

A total of 98 children were discontinued prior to April 1. One child moved out of the district and was not available for the end-of-year testing.

Figure 4

Progress of Discontinued Children on Writing Vocabulary (Discontinued Prior to April 1)

Writing Time Limit = 10 Minutes



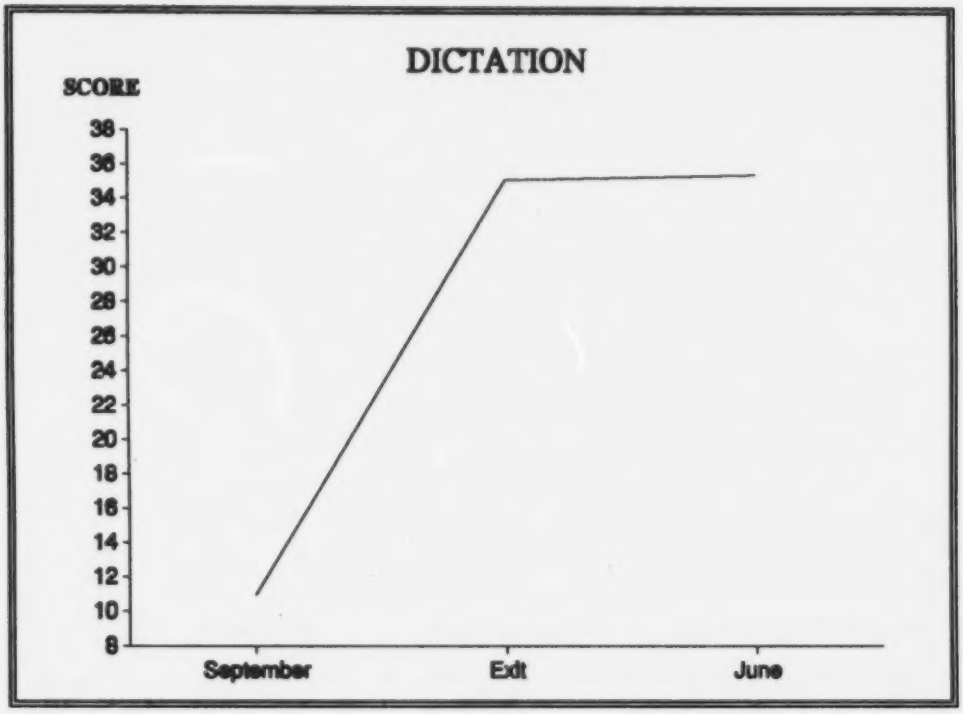
WRITING VOCABULARY

Mean Scores Writing Vocabulary	5.32	47.68	56.43
N =	98	98	97

Figure 5

Progress of Discontinued Children on Dictation (Discontinued Prior to April 1)

Highest Possible Score = 37



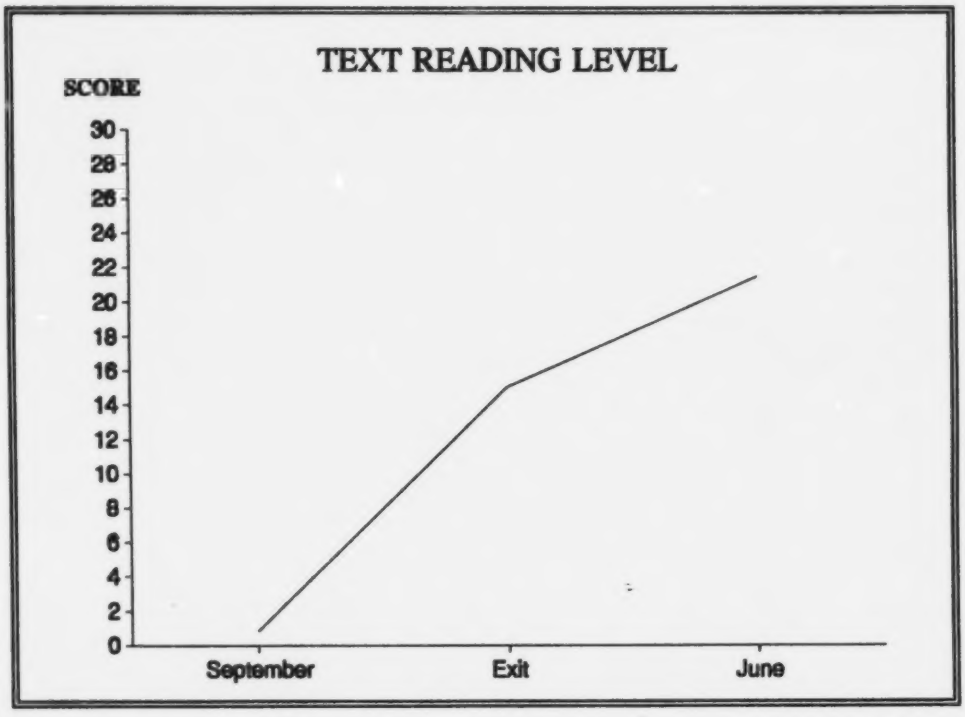
DICTATION

Mean Scores Dictation	10.95	35.09	35.38
N =	98	98	98

Figure 6

Progress of Discontinued Children on Text Reading Level (Discontinued Prior to April 1)

Highest Possible Score = 30



TEXT READING LEVEL

Mean Scores Text Reading Level	.86	15.02	21.44
N =	98	98	97

Children who discontinued prior to April 1 illustrate, in the above figure, the concept of a self-improving system. These children continued to make successful progress as they learn to read and improve their reading achievement by reading. These discontinued children achieved end-of-the-year scores exceeding the mean of the site average band on all three measures. Their text reading level score represents an end of grade two reading level. This progress was attained with an average of 62.74 lessons.

Question #5: What was the progress of Not Discontinued Reading Recovery Program children?

In previous years of the Reading Recovery™ Program, teachers and teacher leaders have become aware of some children who receive 60 or more lessons but are not considered discontinued. However, improvement and progress can be noted for many of these students. To address question #5 pretest and post-test scores on three measures of the Diagnostic Survey were compared.

Question #5 Results:

Of the 248 Reading Recovery™ Program children 30 children were considered not discontinued. This number represents 12% of the program population. Although these 30 children did not achieve end-of-the-year scores equal to the site average band, significant gains were made on all three test measures. These Not Discontinued Program children received an average of 98 lessons. The following factors may have influenced their lack of accelerated progress:

1. Attendance
2. Teachers in training lacked experience working with the most difficult to teach children
3. Trained teachers did not recognize the need to seek assistance early on with children who were having the most difficulty
4. Children needed additional or longer term educational services

The progress of the Not Discontinued Reading Recovery™ children is illustrated in the following table and line graphs.

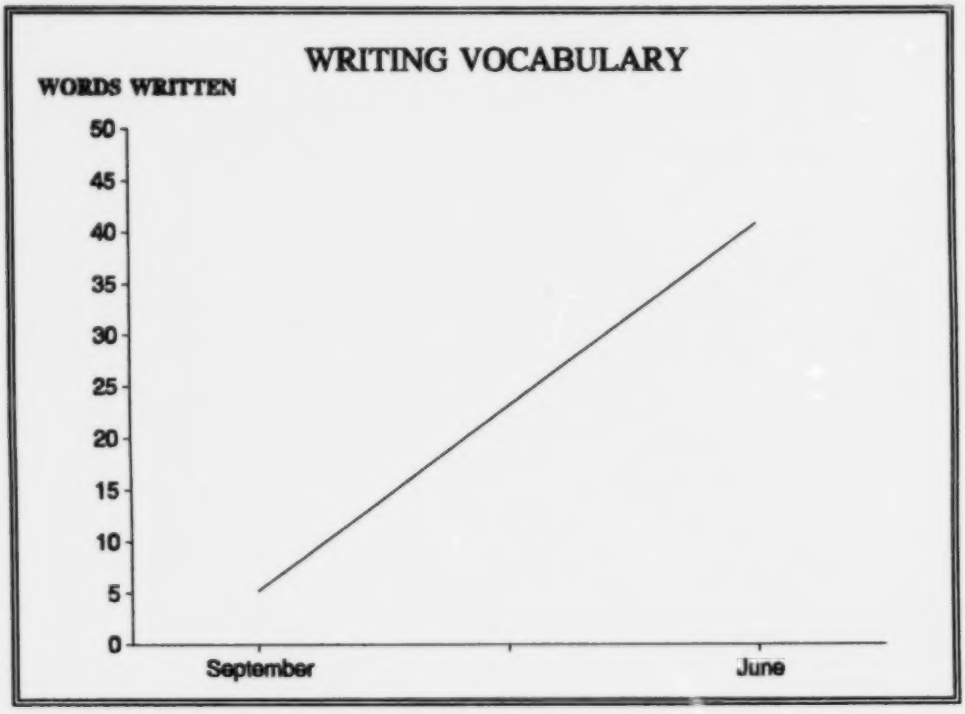
Table 6

Summary of Diagnostic Survey Scores
For Not Discontinued Reading Recovery™ Program Children

Measure	September June Testing	Not Discontinued Reading Recovery™ Program Children (Mean)	Number
Writing Vocabulary	September June	5.23 40.86	30 28*
Dictation	September June	7.33 31.96	30 28*
Text Reading Level	September June	0.93 10.46	30 28*
* Two Not Discontinued Reading Recovery™ Program children were not available for spring testing.			

Figure 7

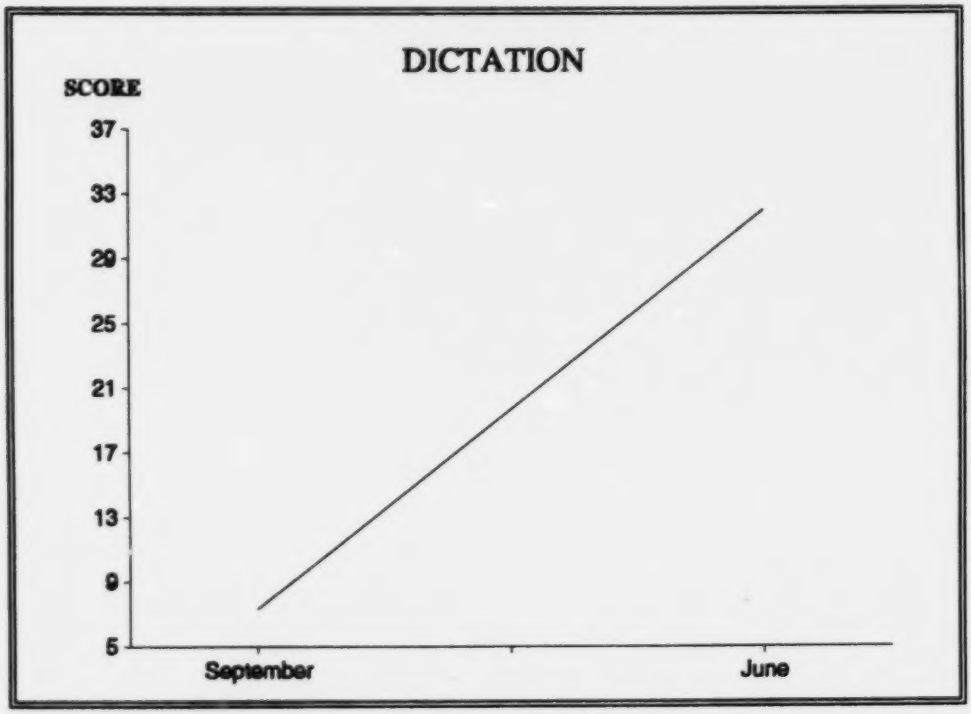
Progress of Not Discontinued Children on Writing Vocabulary
Writing Time Limit = 10 Minutes



WRITING VOCABULARY		
Mean Scores Not Discontinued Reading Recovery™ Children	5.23	40.86
N =	30	28

Figure 8

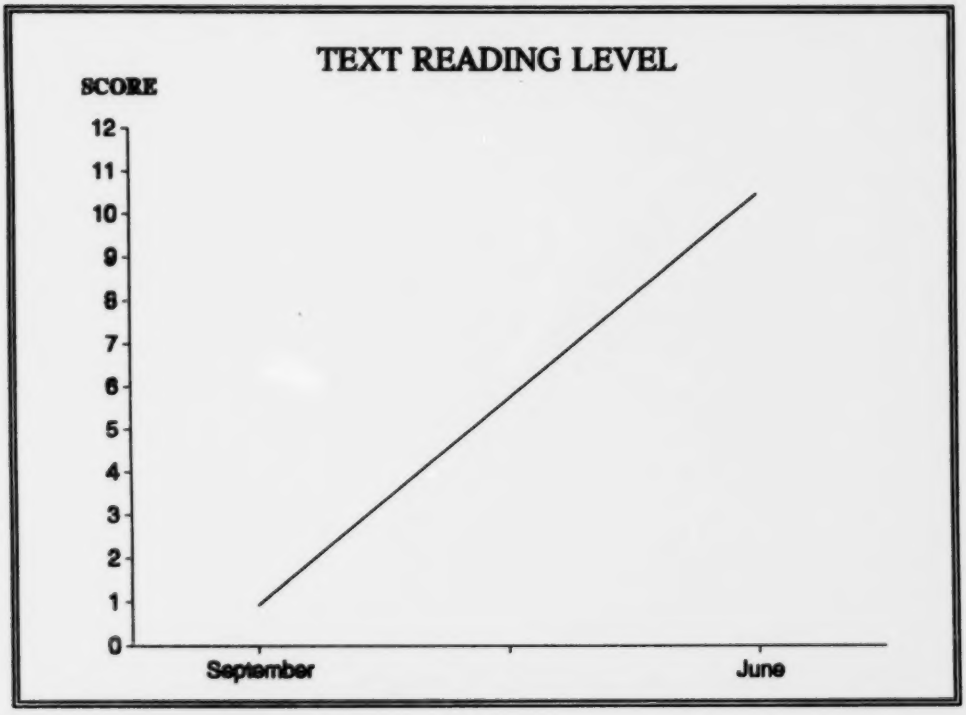
Progress of Not Discontinued Children on Dictation
Highest Possible Score = 37



DICTATION		
Mean Scores Not Discontinued Reading Recovery™ Children	7.33	31.96
N =	30	28

Figure 9

Progress of Not Discontinued Children on Text Reading Level
Highest Possible Score = 30



TEXT READING LEVEL		
Mean Scores Not Discontinued Reading Recovery™ Children	.93	10.46
N =	30	28

Question #6:	What informal responses to the Reading Recovery™ Program were made by Reading Recovery™ teachers, administrators, other teachers in the building and parents of Reading Recovery™ children?

The answer to this question was obtained by surveying Reading Recovery™ teachers, classroom teachers, administrators, and parents using individual surveys developed especially for each group. (Copies of the individual surveys can be found in the Appendix C.)

Question #6 Results:

The overall response from all groups was very positive and supportive. It was generally indicated that the program was most beneficial and should be expanded. A total of 528 surveys were distributed to Reading Recovery™ teachers, classroom teachers, administrators and parents. There was a collective return rate of 85.6%. Following is the breakdown of distribution, return rate, and summaries of the surveys and comments by category.

In-Training Reading Recovery™ Teachers

There were 21 surveys distributed to in-training Reading Recovery™ teachers. The return rate for in-training teachers was 21 of 21 or 100%. In-training teachers indicated they had learned a great deal about the reading process and the teaching of reading this year. The average growth on a scale of 1 (learned nothing) to 5 (learned a great deal) was 4.95. The in-training teachers indicated on the survey that their views of how children learn to read and write have undergone changes. They indicated that the Reading Recovery™ training has impacted their professional growth as a teacher in a variety of ways.

Following are sample comments from the survey about the reading process, the teaching of reading and how children learn to read and write.

"I have come to look carefully at what good readers do, instead of what poor readers do."

"I am coming to believe that certain people have proclivities to develop tangled and self-defeating habits that can be retrained---rather than that some are born dyslexic."

"I have realized the importance of fostering independence vs. dependence."

"I like the way Reading Recovery™ uses research about what good readers do to help low progress children to accelerate. It was hard not to be skeptical of the results this program can produce until I saw my own students accelerating. It is so important to work in the child's zone of proximal development, and to pull him along. I like how the teacher and student share the task of reading in a seemingly casual manner, then the gradual transfer of responsibility onto the student. I have learned a great deal about observing reading and writing behaviors, and about the power of reinforcement, modeling, and keeping an instructional focus. Also, it took a tremendous shift in my own thinking to move from teaching items of knowledge to teaching strategies, but now I have confidence in the power of this technique."

"I now see at-risk children as much more capable than I previously thought."

"I have learned much more about the "process" of how children learn and how they learn to read. Up to this point my graduate work was very broad and theoretical. This is very specific and very, very, very useful."

"We need to work with the child's strengths, not teach in isolation or see word attack skills as being the key to reading."

The teachers were asked to comment on the highlights of their training year. The following are representative responses.

"Reading with a student who had discontinued a few months earlier and realizing that he's got it--he's gained and the process has gone forward without me. The program works!"

"Seeing the change in children's attitudes toward reading--an enthusiastic and positive attitude will motivate students to read more."

"The gains that children have made in their literacy. It is so exciting to see children that would always have a problem reading become confident readers and so proud of themselves."

"Behind the Glass, finally discontinuing two students and the close monitoring and support of the teacher leader."

"When a child said, during the first reading of the new text, "don't help me, I can do it!" Ah, the sounds of independence."

"Watching the enthusiasm and confidence of my lowest progress child develop as reading and writing began to make sense to him."

"Any time I was observed working with one of my students I gained tremendous insight into the direction my teaching should take. The support from my colleagues has been wonderful. Discontinuing my first student gave both me and him an incredible boost in confidence that this program really works."

In-training teachers were asked to comment on the least valuable experiences of the year. The following comment is representative of their responses:

"There is really nothing that wasn't valuable. Some things were not particularly enjoyable--but everything seemed to be reasonable and applicable."

Other comments reflected individual learning needs. There was no common experience which teachers in-training identified as "least valuable".

The in-training teachers felt that parental involvement was important to a child's success. They worked to involve parents in their children's Reading Recovery™ Program in a variety of ways.

a) phone calls
b) observing a Reading Recovery™ lesson
c) written communication, such as progress reports
d) parent/teacher conferencing
e) attending Behind the Glass sessions
f) encouraging parents to listen to their child read the books and sentences sent home daily
g) sending a video of a Reading Recovery™ lesson

The in-training teachers have set goals for themselves for the 1992-93 year. The commonalities in their goals are:

a) refine their teaching and observation skills
b) communicate better with classroom teachers to insure the transfer of learning into the classroom setting

c) have more contact with parents, and work to improve parent involvement
d) conduct in-service sessions for other professionals, sharing their knowledge of effective teaching

The in-training teachers had good insights into how Reading Recovery™ training contributed to their growth as a teacher.

"I am a better observer, a better recorder, and am better at reflecting on my teaching."

"Reading Recovery™ training has made me a far more effective teacher. I understand the beginning reading process much more clearly, and am more articulate about it. I now know that acceleration is possible for low progress readers, and that we can change the prognosis for these students. I have much higher expectations for our students, and I hope that someday we will be able to provide full service in our school, and bring up the average level of our first grade."

"Without exaggeration--a hundred fold! My attitude toward reading/readers and the teaching of, will never be the same. First and foremost, I will always see the strengths of the student and build on them. Thanks to Reading Recovery™, it has now become second nature to look for what the child can contribute during a lesson."

"I regard thirty minutes in a different way. At all times I try not to waste a minute. I now look at all students as being able to accelerate, rather than remediate. I am now looking at how I can use time and their knowledge to accelerate."

"I now view reading from a different perspective...Reading Recovery™ training has been a wonderful and enlightening experience."

"I have never worked so hard in all my years of teaching, but then I have never achieved so much personally or with my students!"

"I have an awareness for the value of teaching for strategies. Reading Recovery™ supports problem solving for the teacher, as well as the student. It's hard to find enough words to praise the training--it has been careful, mind-stretching, supportive and fun."

"It has helped me focus my language arts work with my kindergarten class and helped me be able to better critique my own instruction.

"A 'fringe' benefit of my Reading Recovery™ training has been to develop more confidence in myself as a person and as an educator. I have searched and found strengths within myself that I may not have found unless called on to do so."

Trained Teachers

There were 29 surveys distributed to trained Reading Recovery™ teachers. The return rate was 29 of 29 or 100%. On a scale of 1 (not a very good program) to 5 (a very good program) trained teachers viewed Reading Recovery™ as a very good program, giving it an average score of 4.9.

Trained Teachers Commented on the highlights of their year.

"This year I have come to realize that Reading Recovery™ not only establishes a self-extending system in children but a self-extending system for the teachers involved in this program. As humbling and

challenging as this program is, it is the most exciting and uplifting experience I have had."

"My training and experience with the Reading Recovery™ Program has really changed me as a teacher of reading, and has impacted the instruction I have provided for students beyond the first grade."

"I have also enjoyed working closely with a Reading Recovery™ Teacher-in-Training. She would ask me to look at a child she had who was not using a particular strategy and ask for suggestions. We would go into ED or I would have an idea of a type of question to ask. This gave me the opportunity to have more practice observing a student, determining a focus of instruction, and finding the way to work on teaching that strategy."

"1) Seeing the children I released this year reading in the top 25% of the class-- especially one child who is close to being the best reader in his class. 2) Going to the Reading Recovery™ Conference in Ohio and realizing the impact of this program all over the United States. 3) Having more teachers in my school ask to observe the program--they are becoming more excited about the program and its results."

"Having a child discontinue in thirty-two lessons. Testing the students from the previous year and seeing their growth."

"Parents telling other parents about the program."

"A recent comment by a classroom teacher regarding a student (discontinued in March) that his emotional and behavioral problems continue to diminish while his reading, confidence and self esteem are accelerating."

Trained Reading Recovery™ teachers indicated they had continued to grow and learn professionally during the year. The average growth on a scale of 1 (learned nothing) to 5 (learned a great deal), was 4.5.

However, these teachers did have concerns about their professional growth now that they are removed from the weekly training sessions.

"My biggest concern has been the missed opportunities for the timely sharing of successes and challenges of the program. I know that it would be very beneficial to have other Reading Recovery™ teachers in my school and/or district, and hope that this will be possible in the near future."

"Working with a child and not being aware of something I was doing wrong in the child's program and letting it go on for too many lessons before seeking help."

"I need contact with other Reading Recovery™ teachers for their input, ideas and objectivity."

"Am I holding back enough? Is the student becoming independent?"

"I need the feedback. I must create those opportunities."

The trained teachers placed a high value on in service sessions and contact with other Reading Recovery™ teachers. The following comments reflect this:

"The second year of Reading Recovery™ has been as fruitful a learning experience as last year. This year the significance of my learning has been through colleagues. Whether it was a colleague visit a workshop or a seminar, I realize how important a colleague is as a resource during difficulty."

"I think the Behind the Glass and/or video taped Reading Recovery™ lessons were valuable because they were the most like the daily situations you find yourself in--having to look at your focus and teaching and continually evaluate what you are doing."

"Sharing our common concerns and experiences."

"Hearing new insights and perspectives."

"As always, the brainstorming, support and learning that occurs when Reading Recovery™ teachers get together. Searching through Early Detection and Becoming Literate was beneficial."

As they think about their role and responsibilities in Reading Recovery™ for next year, they have set some goals for themselves. The following are representative of those goals.

"Maintain communication with parent. Informed parents make better partners."

"Provide staff development training for classroom teachers and support staff. Reading Recovery™ can have a system impact."

"More colleague visits early to solve problems together."

"To be more efficient, have more focused lessons and carefully use records to shift teaching!"

"Continue to work with 2nd graders who were not discontinued from Reading Recovery™ at the end of the year in my Chapter I time, using a Reading Recovery™ format. Don't hesitate to move students along faster."

"I have learned a wonderful way to teach children to read and I want other teachers to try teaching reading using these techniques. I also want to show teachers how to level text reading books and trade books for classroom reading materials."

"To read and reread ED more frequently. Not to compare kids against previous Reading Recovery™ kids."

Many of the trained teachers have assumed responsibility for extending their learning.

"I am going to the Ohio workshop in August. It should be a "powerful" re-entry back into the Reading Recovery™ mindset before school starts. At times I feel that I've reached a plateau--what more could I do? Bring the children's notebooks home on a regular basis and be more analytical re: my objectives and my role in reaching them."

"Keeping in contact with colleagues. Calling upon colleagues for suggestions when children are not accelerating."

"Spend more time searching Early Detection and Becoming Literate."

"Monthly small group meeting. Observe a lesson with another teacher for more effective brainstorming."

Classroom Teachers

There were 126 surveys distributed to classroom teachers. The return rate was 118 of 126 or 94%. Overall classroom teachers on a scale of 1 (not a very good program) to 5 (a very good program) viewed the program as being a very good program with an average score of 4.7. They noted positive observable changes in the students participating in Reading Recovery™.

> "They like to read. They are not afraid to tackle a new book."
>
> "Early intervention is key. I wonder how we got along without it before!"
>
> "The other children go to (the Reading Recovery™ child) for help!"
>
> "It is the first time I have seen such growth in a pull-out program."
>
> "(This child) uses many of the strategies she's learned in Reading Recovery™ in the classroom. She models these strategies when she reads with her classmates."
>
> "The program has been a great help to my students and I've learned a great deal also."

In addition to the impact of Reading Recovery™ on the students participating, many classroom teachers commented on the impact the Reading Recovery™ teacher and program had on their own teaching.

> "I had doubts at first. After seeing what was happening in the classroom with the Reading Recovery™ students, however, I began to get interested and asked questions. With the help of the Reading Recovery™ teacher I became involved and am using many of the techniques in the classroom."
>
> "Reading Recovery™ is a valuable program that works. I have modeled my classroom reading instruction after this program."
>
> "The Reading Recovery™ teacher has not only helped my student she has been a tremendous resource and source of support to me."

The following comments are representative of the common concern of classroom teachers:

> "I think the program is fantastic!! I wish we had more trained instructors."
>
> "The only part of this program that really concerns me is that it offers services to such a very limited number of children."

Administrators

There were 59 surveys distributed to administrators. The return rate was 53 of 59 or 90%. On a scale of 1 (not a very good program) to 5 (a very good program) administrators rated the program as a very good program with an average score of 4.6. The administrators indicated that Reading Recovery™ had a positive effect on the students, Reading Recovery™ teachers, classroom teachers, parents and the school as a whole. The following are a sample of comments made by administrators.

> "It continues to do great things for our school. It built on the successes of its first year and has made the significant difference in a number of our student's lives."

"It should eliminate the need for remedial reading services for grade 2 students next year."

"Skeptics have become supporters; supporters are enthusiastic."

"Reactions have been mixed, but most educators are very positive. Teachers must become a part of this process to support the strategies being employed in Reading Recovery™."

"For the first time children have been released from services mid-year and at the middle of their class in reading level."

"Reading Recovery™ is an exceptional reading program. Children with marginal skills have developed into average and above average readers. The impact has been so positive, I wish we could devote even more time to it."

"The second graders that received Reading Recovery™ last year continue to show appropriate 2nd grade skills; first graders this year demonstrate enthusiasm and positive attitudes about reading/language arts and their own self-esteem."

"Primary teachers are most positive and supportive of the program; follow-up support does occur in the regular classroom."

"Parents feel that the program is an excellent one. They have seen tremendous improvement in their child's reading ability."

"School Board members are impressed with the program."

"The students who received direct services have benefitted. Teachers are starting to pay more attention to the philosophy and strategies for working with other students as well."

Administrators concerns about Reading Recovery™ for next year are: (1) financial, (2) wanting more teachers trained in order to serve more children, and (3) working to involve classroom teachers in the process.

"We have more students who would benefit than we can afford to serve. I would like to see us lay the foundation for our first grade teachers to be more integrated into the program for possible further expansion and job sharing with our Reading Recovery™ teacher."

"I want to broaden Reading Recovery™ more--do more staff development and encourage classroom teachers to incorporate more of the techniques into their reading instruction."

"We certainly want to keep what we have in place and if we had the resources we would want to expand the program."

Parents

There were 293 surveys distributed to parents of Reading Recovery™ children. The return rate was 231 or 79%. On a scale of 1 (not a very good program) to 5 (a very good program) viewed Reading Recovery™ as a very good program, giving it an average score of 4.9.

Following are a sample of the comments made by parents about how Reading Recovery™ affected their child's experience in school.

"It has made a much better experience for him. He is proud of himself and it shows in all of his school work."

"My daughter was afraid to read, even with me. She hated making mistakes. Now she'll read and is not upset when she makes mistakes. She'll read to her aunts, uncles, grandparents and even the cats."

"...built up (my daughter's) confidence, brought me closer to my child, created a new bond. It's a new experience that opens a lot of doors. It helps the parent take a part in their child's education, eases guilt over not doing enough with the child as she gets older and spends so much time in school."

"...encouraged her to try harder, as well as, gave her a sense of responsibility toward learning."

"My daughter hated everything about reading before she went to Reading Recovery™, but now she understands a lot better and enjoys the books she brings home."

"(My child) has shown a great pride in learning how to read in your program. Her school work has improved tremendously."

"(My daughter's) experience with Reading Recovery™ has been very positive. She has much more confidence in her academic abilities--all around. As a family we look forward to "Reading Recovery™ time" every evening."

"(My daughter) can express her thoughts much better now verbally and in writing."

"She enjoyed her time with (the Reading Recovery™ teacher). Her reading improved quickly and seemingly naturally, without force."

"It has done wonders for him. I'm so proud of his work and his great ability to learn as much as he has for a first grader."

"(Our son) has certainly benefitted from Reading Recovery™. Without it he would not have survived first grade. We are grateful."

Following are a sample of comments about what they would tell another parent about the program.

"I would tell parents that the Reading Recovery™ Program is a wonderful program for the child because my child wants to read everything she gets her hands on. It's great!"

"In the short time (my child) was in the program she made progress in leaps and bounds."

"That it re-enforces and supports reading while encouraging the student to reach new goals. The Reading Recovery™ Program also provides ways for parents to help their children become better readers."

"Reading Recovery™ taught my child to read, and brought him to a level he would never have reached in his classroom. I highly recommend Reading Recovery™."

"That I was worried at first but the teacher meeting really helped me understand exactly at what level my

child was at and how the program could benefit her."

"We are lucky our school system is able to offer the program and the individualized treatment is great for a slow starter."

"My child looked forward to the program every day. He enjoyed it, which makes learning easier."

"I would highly recommend it. Without recovering the reading skills she was lacking, she would have fallen behind. I feel that falling behind the first year could mean staying behind in all future school years."

"I have already told many people about the program. I have had two children go through it and I think it is great."

"This program meets the individual needs of the child, enabling him to grow at a pace comfortable to him. When a child learns to read or write it is amazing as his confidence level grows and carries over into other areas of the child's personality."

"1) How lucky we were to be able to participate in an intense, one-on-one program (especially in NH). 2) What a positive reading experience my son is having, as compared to 'getting by' in the classroom. 3) The skills he learned and can apply to later learning."

"Where else could your child receive one-on-one tutoring for 30 minutes, 5 days a week? Reading Recovery™ is a wonderful foundation of strategies and confidence."

The following are some general comments made by parents which seem to summarize their feelings about the impact of Reading Recovery™ on their children's learning to read.

"It was better than good, it was excellent. My girls have had a hard time reading, and this helped my youngest daughter a lot. She has passed her sister in second grade."

"I feel this program is extremely well put together and vitally important. It helps children before they have become totally discouraged and not only helps them catch up with their class, but also teaches them the tools needed to continue along on their own."

"The Reading Recovery™ teacher taught us, the parents, a lot about what we could do to help our daughter at home, she made us very aware of the best ways we could help (our daughter) and also she always stressed not to get discouraged, that any progress was good progress."

"I didn't learn how to read until I was of a late age, because there was no one to sit down with me and teach me--including school."

"The school helped when we needed help."

"(My child) can pick up any book and has the confidence and skill to read. She had a big problem with trying if it looked intimidating. Now she doesn't hesitate."

"(My child) has grown more this year than at any other time and I believe it's because of Reading Recovery™...He's no longer afraid of looking bad to the other children which used to be a big problem."

"(My child) has done so well in this program. His teachers from last year and I questioned whether he was ready for first grade. He is pleased with his own progress and so am I."

"(My child) was referred for the transition class, which we were greatly against. On his third term report card he is above average in the first grade."

"My daughter's enthusiasm spoke for the success of the program. She was delighted with the selection of books and read them over and over when she brought them home. When she began reading our books at home I knew that Reading Recovery™ had given her just she needed to be a confident reader."

"This program should be considered mandatory. More children should be given the opportunity to utilize it. I am already hoping that my three year old will be able to be chosen."

"I hope the school has the good sense to find the funds to continue offering this program. I feel very fortunate to have had this program offered to our child. (He) is an intelligent child who could have been discouraged from learning if his reading skills were not adequate. Education has great impact on quality of life. We need to continue to focus on young children to ensure high quality education. Reading Recovery™ is a good part of this approach toward this goal."

"We could see the difference every week."

"...(he) said the other day he wants to be a reading teacher when he grows up!"

"I was glad when I found out my child was in Reading Recovery™, because I felt she was getting more out of reading with one-on-one."

"I would say that any time a school and teacher take such an interest in really teaching and helping students to learn it is a very good idea. I feel good knowing that my child is finding this an enjoyable experience while she is improving her skills."

Project Continuation 1992 - 1993

There will be three in-training classes during the 1992-93 school year. Two classes of ten teachers each will be held in Concord at the existing training center at Kimball School. Ann Fontaine and Christine Chase will each teach one of these classes.

A third in-training class will be held at a new training center in Plymouth. Sandy Tilton, the newly trained Teacher Leader will teach twelve teachers. For a listing of in-training teachers and their school districts see Appendix B.

Teachers-in-training will attend a week long workshop at their respective centers in August. These sessions will prepare teachers to begin working with children as soon as schools open.

Ann and Chris will each conduct four inservice sessions for each of the four groups of previously trained Reading Recovery™ teachers. The purpose of these sessions is to extend the teachers understanding of children and the reading process. (Appendix A contains a complete list of trained Reading Recovery™ teachers.)

Ann and Chris will participate in the North East Regional Reading Recovery™ Conference to be held in Albany, NY on October 8 and 9. They will serve on the Conference Committee as well as present sessions for Reading

Recovery™ teachers and Teacher Leaders. They will also conduct a session on Reading Recovery™ at the New England Reading Association Conference in Manchester on November 5. They will also present a session at the Ohio Reading Recovery™ Conference in February. Sandy will be a member of a panel presenting at the International Reading Association Conference in Texas in May.

In addition to training new teachers and following previously trained teachers, teacher leaders will offer inservice sessions to teachers, administrators and school boards on topics of interest and/or need. These inservices will be offered to districts which have teachers participating in the program. Awareness sessions will be offered in the spring for districts interested in participating in the program in the 1992-1993 school year. In the spring of 1993 all trained and in-training Reading Recovery™ teachers will participate in the collection of data in order to evaluate the continued effectiveness of Reading Recovery™ in New Hampshire. This data will be compiled by the teacher leaders into the 1992-93 state report. Sessions reporting the results of implementation of Reading Recovery™ in New Hampshire will be offered.

Teacher Leaders will continue to collaborate with educational leaders throughout New England.

The Concord training classes will each have two intern teacher leaders from Lesley College. These interns will observe the teacher leader role and gradually assume some of the responsibilities of the teacher leader as the year progresses.

New Hampshire teacher leaders will continue to improve their training skills by attending the Northeast Regional Reading Recovery™ Conference in October, the Ohio Reading Recovery™ Conference in February, and the Teacher Leader Institute held in June 1992. They will also make and receive colleague visits. As a new Reading Recovery™ teacher leader, Sandy will receive two visits from members of the project at the Ohio State University, where she received her training.

Teacher Leader Recommendations

1. Continue to maintain the integrity of the Reading Recovery™ Program in New Hampshire with a quality teacher training program for new teachers as well as continuing inservice sessions for previously trained teachers.

2. Ensure that children receive lessons daily. The average number of lessons received by a discontinued Reading Recovery™ child in 1991-92 was 67.7 which was considered good based upon the experiences of Ohio and New Zealand programs. The number of weeks these discontinued children took to complete their program, however, was 20.13. This number indicates that each child received 3.7 lessons per week. Teacher Leaders will assist Reading Recovery™ teachers in developing a plan which will address the issues in their schools that interfere with children receiving daily services.

3. Support Reading Recovery™ teachers in their efforts to improve communication with classroom teachers, parents, and administrators about the progress of students. Contact with classroom teachers and parents will better enable the child to transfer learning from Reading Recovery™ into the classroom and home environment.

4. Many New Hampshire districts have conducted follow-up studies on second graders who participated in the project in first grade. It is our recommendation that all districts conduct second-grade follow-up studies each year.

5. Develop better communication with building administrators to increase the effectiveness for Reading Recovery™ in their schools and districts. Assist administrators in developing a plan to increase the effectiveness of Reading Recovery™ in their schools and districts.

Reading Recovery™ Teachers and Schools in the Program - 1991 - 1992

NAME	SCHOOL AND TOWN
Judith Adams	Gossler Park, Manchester
Diana Anderson	Seabrook Elementary, Seabrook
Vicky C. Bailey	Groveton Elementary School, Groveton
Bonnie Belden	Richards Elementary, Newport
Wendy Benger	Floyd School, Derry
Lee C. Brown	Bluff School, Claremont
Charlotte Carle	Dublin Consolidated, Dublin and Temple Elementary, Temple
Elizabeth Carlson	Paul Smith, Franklin
Virginia Carlson	Walker School, Concord
Christine Chase	Dame School, Concord
Francine Chevrefils	Rumford School, Concord
Virginia Clark	Lafayette Regional School, Franconia
Phyllis Corbett	Northwest, Manchester
Judy Erickson	Whitefield Elementary School, Whitefield

NAME	SCHOOL AND TOWN
Ann Fontaine	Richards Elementary, Newport
Joanne Frigulietti	Peterborough Elementary, Peterborough
Ann Griffin	Dalton Elementary School, Dalton
Pauline A. Gruber	Conant School, Concord
Jacqueline Hamilton	Rumford School, Concord
Donna Hart	Woodsville Elementary School, Woodsville
Lois D. Henson	Woodsville Elementary School, Woodsville
Marilyn Ann Hurley	Fuller School, Keene
Rebecca H. Ilfeld	Wilson School, Manchester
Karin J. Jacobson	Centre School, Hampton
Teresa Marie Kellaway	Floyd School, Derry
Suzette Ragan	Sacred Heart School, Lebanon
Gail La Jeunesse	Bales School, Milford
Marjorie E. Lane	Bath Village School, Bath
Carol Lord	Richards Elementary, Newport
Deborah McCrum	Marston School, Berlin

NAME	SCHOOL AND TOWN
Pat McGovern	Mt. Lebanon, West Lebanon
Janet Monet	Lamprey River School, Raymond
Marybeth Morrill	Wilson School, Manchester
Suzanne O'Brien	Dewey School, Concord
Nancy Orszulak	Campton Elementary School, Campton
Ellie Papazoglou	Conant School, Concord
Herrika W. Poor	Mt. Lebanon, West Lebanon
Julia Lee W. Proctor	Dame School, Concord
Dorothy Regan	North Hampton Elementary, North Hampton
Nancy Rice	Antrim Elementary, Antrim
Betty Riley	Bakersville, Manchester
Doris N. Rooker	Way School, Claremont
Mary Ruedig	Dewey School, Concord
Marjorie Shepardson	Mt. Caesar, East Swanzey
Ann Silverstein	Enfield School, Enfield
Christine Smith	Jefferson Elementary School, Jefferson

NAME	SCHOOL AND TOWN
Kathy Staley	McClellan School, Rochester
Beth Price	Grinnell School, Derry
Priscilla G. Ware	Grinnell School, Derry
Jade Warfield	Eastman School, Concord
Helen Waterman	Pierce School, Bennington and Hancock Elementary, Hancock
Deborah Wood	Lamprey River Elementary School, Raymond

Reading Recovery™ Teachers-In-Training - 1992 - 1993

NAME	SCHOOL AND TOWN
Joanne Anctil	Wilkins Elementary School, Amherst
David Charles Antonelli	Broad Street School, Nashua
Ann Beaupre	Clark School, Amherst
Barbara Blake	Wentworth Elementary School, Wentworth
Kathleen M. Connery	Plymouth Elementary School, Plymouth
Edith L. Crowley	Floyd School, Derry
James Darling	Canaan Elementary School, Canaan
Carolyn M. Dickey	Pleasant Street School, Laconia
Linda D. Ehrlich	Sacred Heart Public School, Lebanon
Myra Ellingwood	Lancaster Elementary School, Lancaster
Debra Gouveia	Hillsboro-Deering Elementary School, Hillsboro
Donna G. Hann	Paul Smith Elementary School, Franklin
Kristine Haveles	Wilson Elementary School, Manchester
Coreen Herrick	Epsom Central School, Epsom
Susan Jacobsohn Avis	Center Woods Elementary School, Weare
Diane K. Kline	Elm Street School, Laconia

NAME	SCHOOL AND TOWN
Karen MacQueen	Alstead Primary, Alstead
Joanne Messenger	Dame School, Concord
Karen Murray	Fred C. Underhill School, Hooksett
Sharon Otterson	Hillsboro-Deering Elementary School, Hillsboro
Edith Patridge	Thornton Central School, Thornton
Kathleen Pepin	Walker School, Concord
Adele Perron	Greenfield Elementary School, Greenfield
Ellen Phillips	New Durham School, New Durham
Rosemary N. Rancourt	Lancaster Elementary School, Lancaster
Karen P. Reynolds	Centre School, Hampton
Margaret F. Roberts	Gilmanton School, Gilmanton
Penny Rogers	Seabrook Elementary School, Seabrook
Jean N. Rollock	Woodland Heights Elementary School, Laconia
Mary Louise Souza	Ossipee Central School, Center Ossipee
Marlene Tabor	Russell School, Rumney
Janet von Reyn	Scared Heart Public School, Lebanon

#1

End of Year Questionnaire for Administrators

We are beginning to plan for next year's implementation of Reading Recovery™ in your school. You are a valuable partner in this program, and we would appreciate your insights and suggestions so that we might continue to implement a quality program. Please briefly respond to the following questions and return this questionnaire to _____. Your comments are greatly appreciated.

1. What impact has Reading Recovery™ had on the children in your school this year?

2. What do teachers in your school say about Reading Recovery™?

3. What do parents say about the Reading Recovery™ Program?

4. Circle the number below which best describes your view of Reading Recovery™.

1	2	3	4	5
not a very good program				a very good program

5. What are your concerns about implementing Reading Recovery™ in your school next year?

Thanks again!

6/92

#3

Questionnaire for Teachers in Training (End of Year)

Please respond briefly to the following questions. Your responses will help us in planning for next year's training and implementation.

1. How has your view of the reading process changed this year?

2. How have your views of teaching reading changed?

3. How has your view of how children learn to read and write changed?

4. In your work with Reading Recovery™, what have been the highlights of your teaching experience this year? Why?

5. In your work with Reading Recovery™, what have been the least valuable experiences you have had this year? Why?

6. In what ways have you worked to involve parents in their children's Reading Recovery™ program? How has that made an impact?

7. As you think about your role and responsibilities in Reading Recovery™ for next year, what are some goals you have set for yourself?

8. In what ways has your Reading Recovery™ training contributed to your growth as a teacher?

9. Circle the number which best describes your answer. As a Reading Recovery™ teacher, how much have your learned this year?

1	2	3	4	5
nothing				a great deal

10. Other Comments:

6/92

#4

Questionnaire for Classroom Teachers

We are beginning to plan for next year's implementation of Reading Recovery™ in your school. You are a VALUABLE partner in this program, and we would appreciate your insights and suggestions so that we might continue to implement a quality program. Please briefly respond to the following questions and return this questionnaire to _____. Your comments are greatly appreciated.

1. Have any children from your classroom been involved in the Reading Recovery™ program this year?

   If so, how much has the Reading Recovery™ teacher let you know about the progress of this/these student(s)? Circle the appropriate number.

1	2	3	4	5
nothing				a great deal

2. What changes have you observed in children participating in the Reading Recovery™ Program as they work in the classroom?

3. What do parents of Reading Recovery™ children say about the Reading Recovery™ Program?

4. Are you interested in having more children from your classroom involved in the Reading Recovery™ Program? Why or why not?

5. Circle the number below which best describes your view of Reading Recovery™.

1	2	3	4	5
not a very good program				a very good program

5. What are your concerns about implementing Reading Recovery™ in your school next year?

6. Other Comments:

Thanks so much!

6/92

#5

Dear Parent(s):

We are thinking about the needs of children and their parents as we make plans for next year. Since your child was involved in Reading Recovery™, we are asking you to help us think about how Reading Recovery™ affected your child and your family this year.

Please write brief answers to the following questions and send this paper back to school with your child. We really value your opinions. Your answers are quite IMPORTANT to us as we plan for next year?

1. How has Reading Recovery™ affected your child's experience in school?

2. If you were telling another parent about the Reading Recovery™ Program, what would you say?

3. Did the Reading Recovery™ Program teacher let you know about your child's progress?

4. Circle the number below which best describes your view of Reading Recovery™.

1	2	3	4	5
not a very good program				a very good program

5. Other Comments:

Thanks so much for your support!
Sincerely,